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| **Indicator** | **D** | **C** | **B** | **A** |
| \* Recognizes some digraphs in poems, rhymes and songs (SH-TH-CH) | Is not able to identify any of the diagraphs worked. | Able to identify some (1 or 2) diagraphs worked with teachers example | Able to identify all 3 diagraphs worked | Able to identify all the |
| \* Follows classroom instructions showing understanding of oral language. | Is not able to follow a set of instructions | Is able to follow most of the instructions given to carry out a task | Is able to follow all the instructions given to carry out tasks | Able to follow independently a set of instructions to carry out a tasks and anticipates some other ones |
| \* Gives examples of words with some digraphs requested | Is not able to give examples for the digraph given | Names at least one word of each of the digraphs worked | Gives 2 or 3 examples for each one of the digraphs worked | Gives more than 4 examples for each of the diagraphs worked |
| \* Uses oral language to address their needs, express feelings and opinions. | Is not able to use oral language to address their needs, express feelings and opinions | Uses oral language to address their needs, express feelings and opinions using words | Uses oral language to address their needs, express feelings and opinions with well structured and meaningful sentences | Uses oral language to address their needs, express feelings and opinions with longer structured and meaningful sentences using at times the adequate tense (present-past) |
| \* Anticipates possible outcomes of a story | Is not able to anticipate possible outcomes of a story | Able to anticipate possible outcomes of a story | Able to anticipate realistic outcomes using the cues of the text | Able to give examples of those possible outcomes in real life situations |
| ***\**** Makes connections between personal experience and storybook characters | Is not able to make connections between his/her own experience and the storybook characters | Makes some connections between his/her own experience and the storybook characters | Gives clear examples of own experiences that shows connection between personal experience and storybook characters | Is able to make connectionsbetween personal experience and storybook characters and gives possible reasons about these connections |
| \* Reads and understands all High Frequency Words | Reads and understands less than 20 high frequency words | Reads understands some of the High Frequency Words worked (20 to 30) | Reads and understands from 30 to 40 High Frequency Words | Reads and understands all the High Frequency Words worked during the year |
| ***\**** Writes assigning meaning to messages using some high frequency words | Is not able to write assigning meaning to message | Attempts to write and is able to retell it | Writes assigning meaning to messages using Spanish phonics and making it understandable | Writes assigning meaning to messages using longer sentences and writing some words correctly in English |
| \* Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories. | Is not able to Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories. | Is able to identify the meaning of some images, logos and familiar signs found in illustrations, picture books, reference books and stories. | Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories. | Is an expert in PUBLISHER (JA, JA its 3 pm) |

*L2 III period rubric*

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